

End of Year Achievement Report

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The following report summarises achievement at Level 1, 2 and 3 and the foundation skills in the junior school at the end of the 2023 academic year. The goals for the year were as follows and indicated on the Strategic Plan. Longitudinal data is given in the appendices.

- Level 3 = 90%
- Level 2 = 90%
- Level 1 = 95%
- University Entrance = 75%
- 100% of Year 10 at or above Curriculum Level 4A
- 100% of Year 9 at or above Curriculum Level 3A

Our focus for 2023 was to achieve a sense of 'back to normal' with students submitting assignments on time, enjoying their learning and creating systems and structures to support students who struggle. Interventions to raise achievement included:

1. Teaching and learning discussions at department meetings about our priority learners.
2. Subject teachers making contact with home to inform whanau that deadlines have been missed.
3. Quality dialogue with students via their learning coach, for example to manage time more effectively, motivate and help unpack for students how their learning impacts their overall goal.
4. Year level Deans to monitor progress and tutoring during night school.
5. Expansion of work preparation courses to bridge school / employment

Factors that hindered progress were:

1. Staffing of year 13 programmes for example:
 - a. The loss of our Music Teacher would have accounted for 11 students not gaining University Entrance in Music, and a significant portion of their Level total.
 - b. Staff changes in Visual Art leading to students falling behind with portfolio work.
2. Negative media coverage and negative experience with ERO leading to possible drops in motivation and wellbeing of staff and students.
3. The impact and disruption caused to teaching time by the Teacher strikes in terms 1 and 2.
4. The large number and complexity of MOE initiatives to implement diverting time and focus away from achievement.

Level 3

- 43 (71%) of students achieved Level 3, this is 19% below the target of 90% and 6% above last years result.
- 7 (58%) of girls achieved Level 3. This is 5% below last years result.
- 37 (74%) of boys achieved Level 3. This is 9% above last years result.
- 4 (57%) of our Maaori students achieved Level 3. This is 32% above last years result.
- 39 (76%) of our Pacific students achieved Level 3. This is 3% above last years result.

Commentary

2023 saw a significantly greater number of boys achieving at Level 3, especially Pasifika boys. The overall level 3 trend was offset by a drop in Level 3 girls' achievement and a very small drop in Level 3 Maaori achievement. This can be attributed possibly to the following:

- Engagement with their learning has been constantly disrupted for the past 3 years, therefore year 13 students in 2023 were possibly lacking in certain areas of subject knowledge or experienced a drop in motivation or commitment necessary to succeed at this level.
- Considerable disruption to staffing at Level 3 (mentioned above).

Level 3 school Target = 90% Achieved		Boys	Girls	Maori	Pacific People	NZ Euro
Total number of learners (includes international students)	63	51 (81%)	12 (19%)	7 (11%)	51 (81%)	4 (6%)
2023 Overall Achieved Level 3	43 (71%)	37 (74%)	7 (58%)	4 (57%)	39 (76%)	2 (50%)
2022 Overall Achieved Level 3	41 / 61 (64%)	28 / 43 (65%)	12 / 20 (63%)	5 / 14 (25%)	33 / 47 (72%)	1 (100%)

Level 2

- 49 (72%) of Level 2 learners achieved. This was 25% below the target of 90% and 1% below last years result.
- 18 (76%) of girls achieved Level 2. This is 24% above last years result.
- 24 (70%) of boys achieved Level 2. This is 9% below last years result.
- 12 (79%) of Maaori achieved Level 2. This is 12% above last years result and significantly higher than forecast earlier in the year (57%)
- 41 (70%) of Pacific peoples achieved Level 2. This is 8% below last years result.

Level 2 Target = 90% Achieved		Boys	Girls	Maaori	Pacific People	NZ Euro
Total number of learners (Includes International students)	75	34 (45%)	23 (30%)	16 (21%)	58 (77%)	1 (7.5%)
2023 Overall Achieved Level 2	49 (72%)	24 (70%)	18 (76%)	12 (79%)	41 (70%)	1 (100%)
2022 Overall Achieved Level 2	57 / 78 (73%)	48 / 61 (79%)	9 / 17 (53%)	11 / 17 (66%)	40 / 52 (78%)	3 / 5 (55%)

Level 1

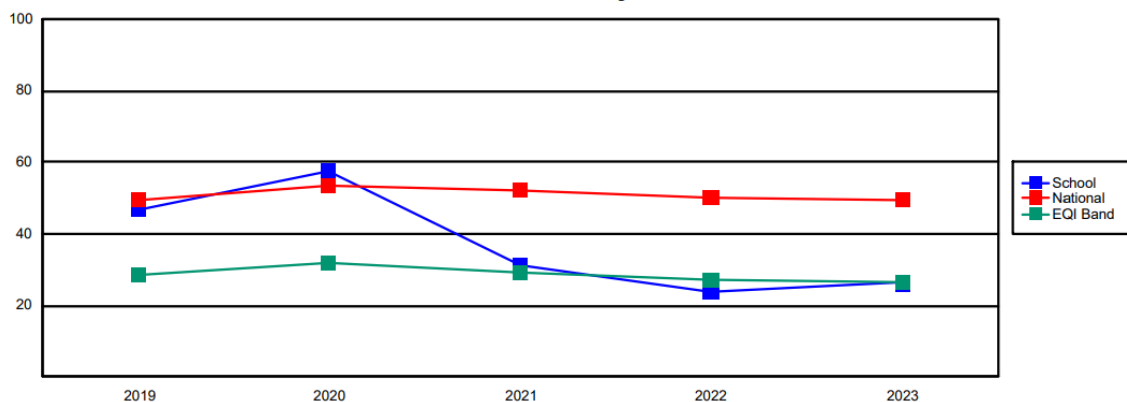
- 54 (78%) of Level 1 learners achieved. This 17% below the target of 95%.
- 20 (85%) of girls achieved Level 1. This is the same as 2022.
- 37 (76%) of boys achieved Level 1. This is 2% above last years result.
- 15 (86%) of our 17 Maaori students achieved Level 1, a significant increase from 2022.

Level 1 Target = 95% Achieved		Boys	Girls	Maaori	Pacific Peoples	NZ Euro
Total number of learners	73	49 (71%)	20 (29%)	17 (24%)	55 (79%)	1 (1.3%)
2023 Overall Achieved Level 1	54 (78%)	37 (76%)	17 (85%)	15 (86%)	41 (74%)	1 (100%)
2022 Overall Achieved Level 1	57 (77%)	40 / 55 (74%)	18 / 21 (85%)	12 / 20 (60%)	42 / 54 (79%)	2 / 2 (100%)

University Entrance

University entrance data has stabilized over the last 3 years. 50 students were eligible to achieve UE this year. 13 students achieved UE this year and so this will be a major focus along with subject endorsements to improve. Our UE result is hugely affected by the quality of teaching and learning in year 13. Factors affecting the success of this qualification in 2023 were mainly staffing of year 13 classes and low teacher performance in one subject area.

Year 13 - University Entrance



Hostel / Day student comparison

The following table compares the overall achievement of Hostel and day students at each level. Students in the hostel are achieving at a higher level than day students. Greater analysis is needed to suggest why this is.

	Level 1		Level 2		Level 3	
	Hostel	Day student	Hostel	Day Students	Hostel	Day students
Total students	43	30	37	38	44	18
Achieved	34 (79%)	21 (70%)	28 (76%)	20 (53%)	32 (73%)	12 (66%)

Endorsement data

- Overall endorsements require 50 credits at Merit or Excellence and reward consistent high effort. Striving for NCEA endorsements should be an aspiration of all students wishing to go onto tertiary education. Achievement of a greater number of endorsements will be a greater focus in 2024

Level	1	2	3
Merit	11	2	6
Excellence	2	3	0

2024 targets

Based on the 2022 and 2023 achievement data, the following targets

	2022 Actual	2023 Actual	2024 Improvement goal	2024 Aspirational goal
Level 1	57 (77%)	54 (78%)	53 (85%)	56 (90%)
Level 2	55 (73%)	49 (72%)	58 (80%)	59 (90%)
Level 3	38 (64%)	43 (70%)	50 (82%)	55 (90%)
UE	14 (24%)	16 (26%)	23 (38%)	31 (51%)

To achieve these targets, we have implemented the following:

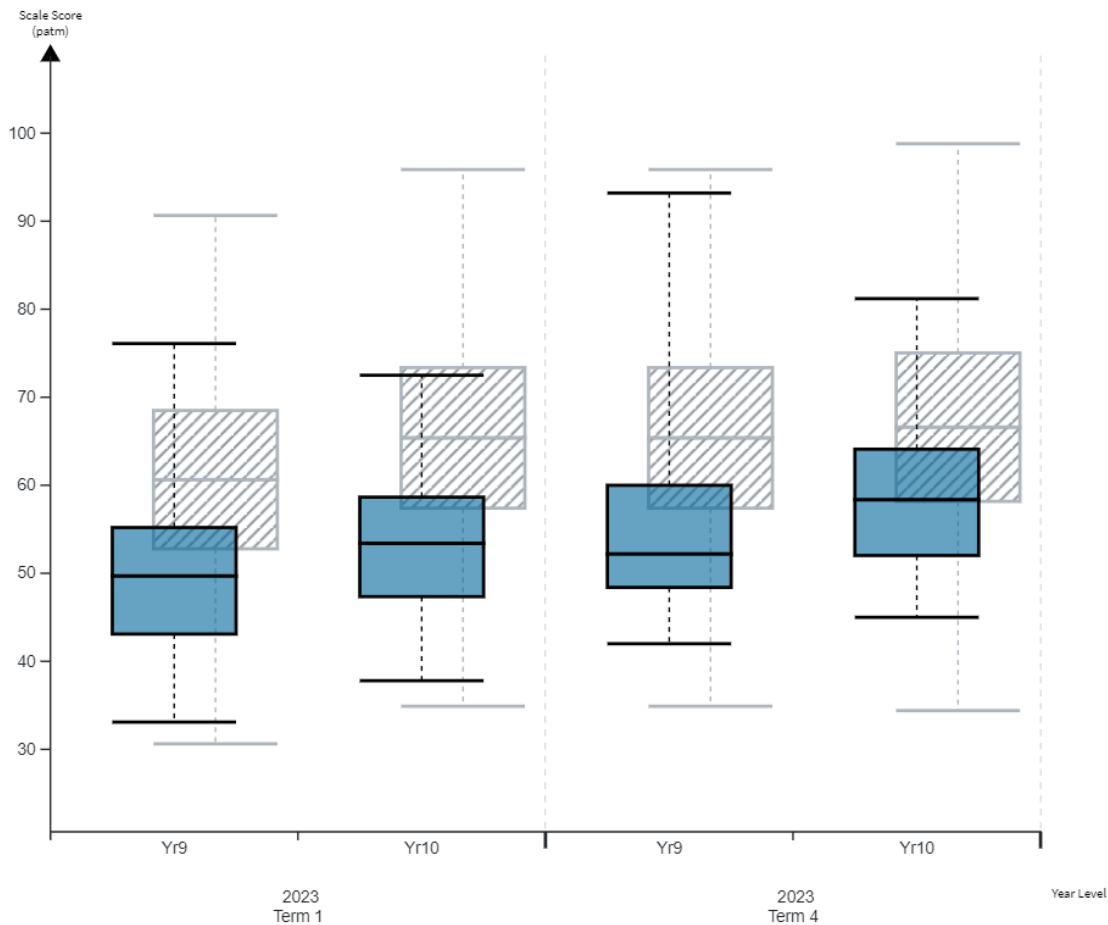
- Refreshed Dean structure consisting of a team of deans looking holistically after all senior level students in contrast to a flat year level structure. This allows one of the team to focus on achievement across all years, therefore generating greater coherence over time. This allows the achievement dean to have greater familiarity with priority learners as they progress through senior school.
- All students taking Life and Faith as subject in all senior years. All seniors are entered for a greater number of credits.
- Expansion of work ready courses to bridge school / work therefore offering qualifications that prepare students for life beyond school.
- Greater focus on quality academic mentoring. This will gain at an earlier stage who is underachieving and why.
- Greater accountability for teachers to demonstrate progress at clear monitoring points through their Professional Growth Cycle.
- Developing the Night School program using paid tutors to provide hands on, subject specialist tuition, including inviting day students.

Junior Achievement

Mathematics

The graph below compares beginning of year and end of year PAT Mathematics scores for years 9 and 10, in comparison to National trends in grey. The Y-axis gives the overall points scored. The central box represents the upper and lower quartiles and the centre of the box the median score. The highest and lowest scores are shown by the 'whisker' lines above and below.

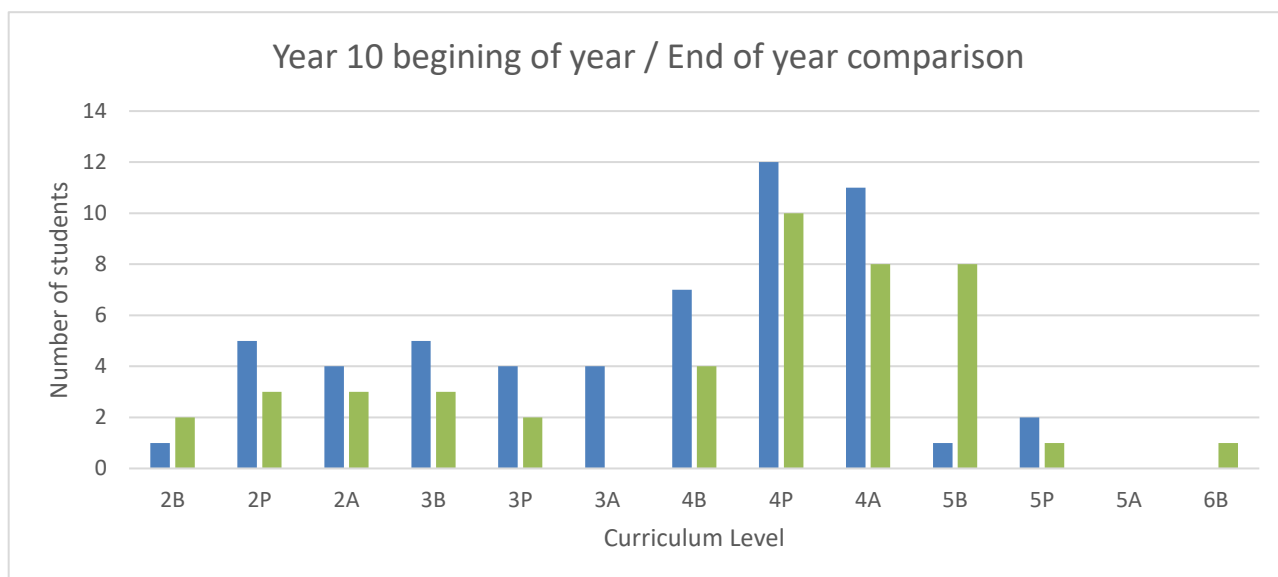
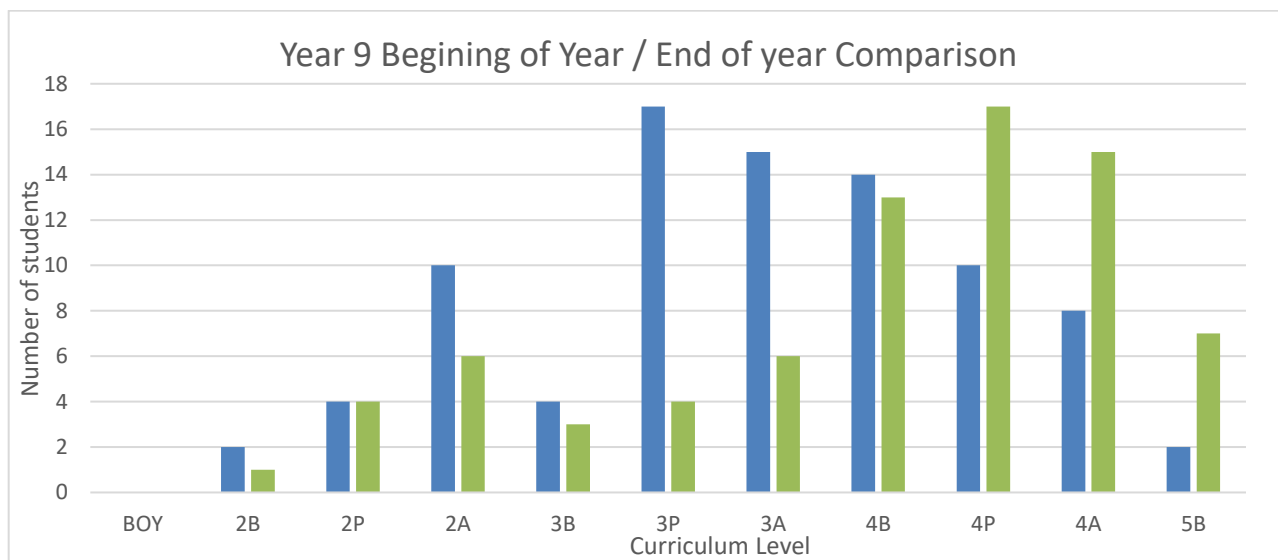
- Our students come to us significantly below national, however our students are improving at the same rate as national from year 9 to 10. This highlights the great work our maths department is doing, however the pressure to prepare students to achieve at the right level for NCEA is an ongoing issue.
- At year 9, most students are achieving at the year 6 to 8 level.
- At Year 10, most students are achieving at year 7 to 9 level.



Junior Literacy

The below graph compares the reading levels of students at the beginning of the year and at the end.

- Interventions to improve reading include our Reading Enhancement Programme (REP), Reading Plus, an online independent reading programme and a school wide focus on including and engaging with extended texts in our teaching and learning programmes.
- 52% of year 9 students achieved the school goal of reading at curriculum level 4A by the end of the year.
- 32% of year 10 students achieved the school goal of reading at curriculum level 5A by the end of the year.



Commentary

Although Junior foundation skills are improving at the appropriate rate (3 curriculum sub-levels), some students do not make up sufficient skills and knowledge to prepare them for NCEA by the end of year 10. In addition to the current interventions outlined above the following measures are in place for 2024:

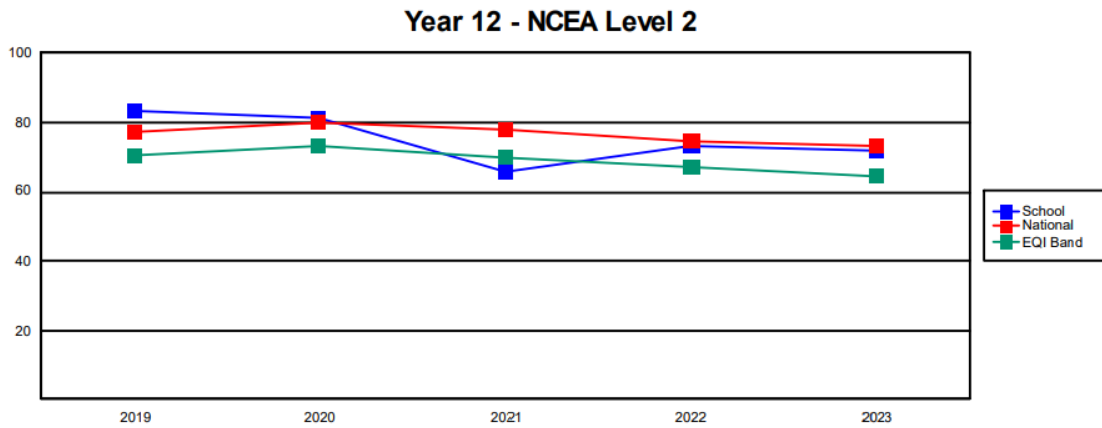
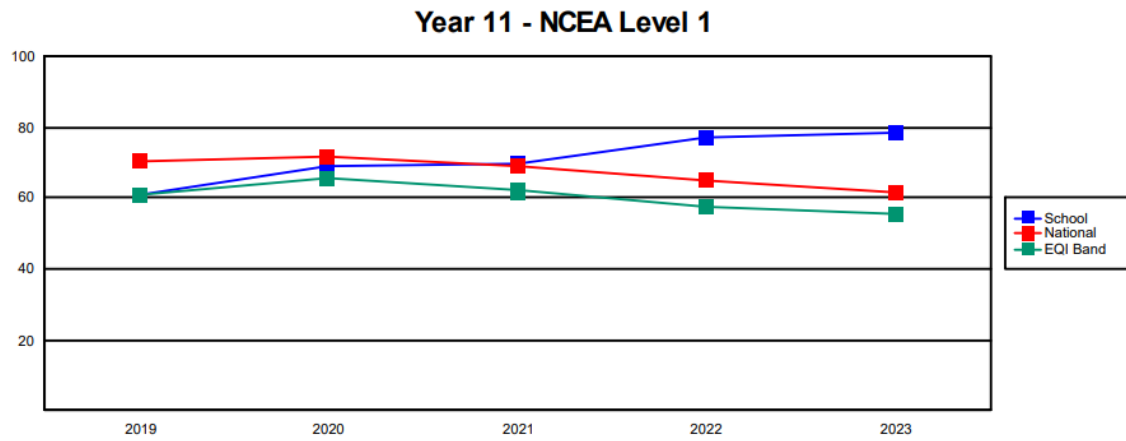
- School wide focus on foundation skills across the curriculum. PL is in place for all teachers to incorporate foundation skills (literacy and numeracy) into their teaching and learning

programmes.

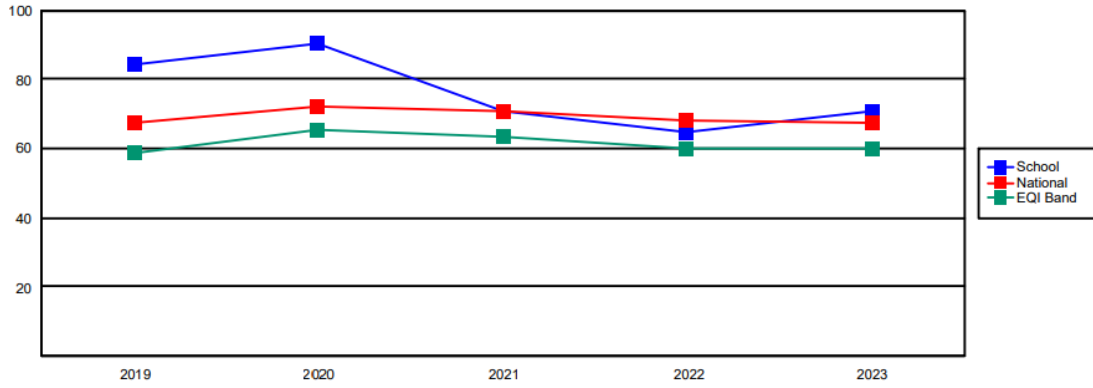
- Provision of a literacy and numeracy coordinator to monitor achievement and communicate literacy and numeracy PL across the school.
- Improved data collection at year 9 and 10 to show gaps and strengths of individual students.
- Expansion of the REP programme to include numeracy.
- Utilizing the night school time to include provision of literacy and numeracy, including inviting day students.

Appendices

Appendix 1 – Overall Level 1, 2 and 3 longitudinal data

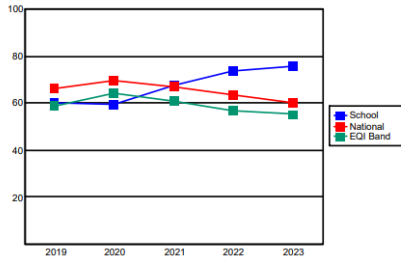


Year 13 - NCEA Level 3

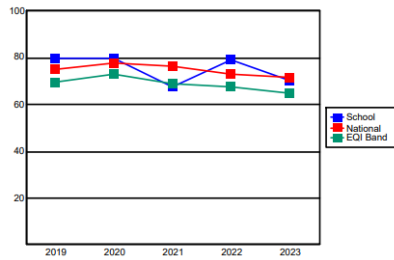


Appendix 2 – Gender longitudinal data

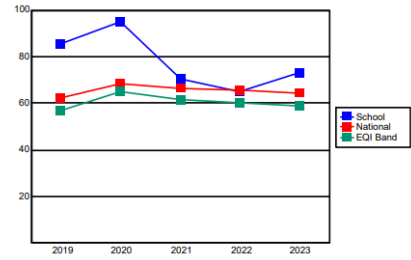
Year 11 NCEA Level 1 - Male



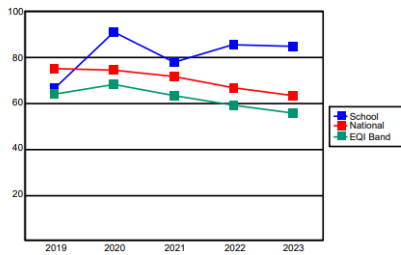
Year 12 NCEA Level 2 - Male



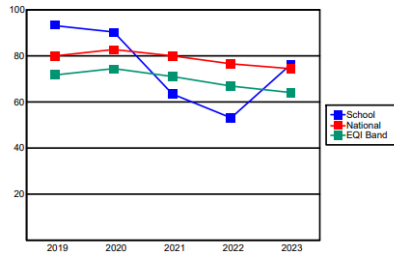
Year 13 NCEA Level 3 - Male



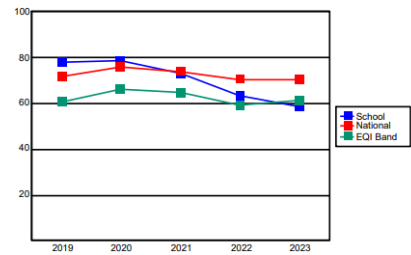
Year 11 NCEA Level 1 - Female



Year 12 NCEA Level 2 - Female

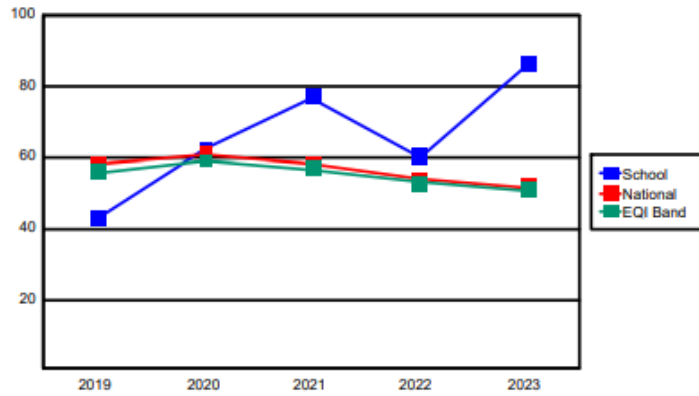


Year 13 NCEA Level 3 - Female

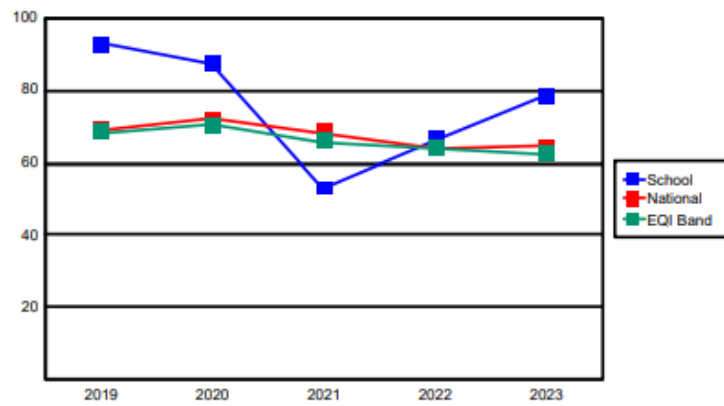


Appendix 3 – Maori longitudinal data

Year 11 NCEA Level 1 - Māori



Year 12 NCEA Level 2 - Māori



Year 13 NCEA Level 3 - Māori

